

St Cuthbert's RCVA Primary School Development Plan 2017-2018



This plan will be evaluated by the Headteacher, Chair of Governors (and possibly other identified governors) through regular review meetings

Date of last Inspection: May 2016

Points of Development from Last Inspection	Termly Update on progress
Improve the breadth and balance of the curriculum in Year 6 so that pupils regularly develop their skills, knowledge and understanding in a full range of subjects.	
Ensure that teachers build more rapidly on what the most-able pupils already know by providing more challenging work earlier rather than expecting these pupils to keep practising work that they can already successfully complete.	
<p>Improve the quality of writing by:</p> <ul style="list-style-type: none"> • providing more opportunities for children to have a go at writing on their own in the early years • reducing the use of worksheets so that pupils have more opportunities to think for themselves, organise their work effectively and write at length • raising teachers' expectations of the quality of presentation and handwriting as well as pupils' pride in producing neat and tidy work • providing more opportunities for pupils in Year 6 to write extensively in subjects other than English. 	

Achievement

TARGET	Actions (How we will achieve this) (Specific and measurable)	TIMESCALE	Monitoring/Evaluation Who and How	Update/Progress <i>For on-going up-dates on progress to be completed by HT/responsible person prior to review meetings</i>
Strategies implemented to improve spelling across the whole school.	•			
Work is differentiated and well matched to ensure pupil progress for all groups.	Ensure presentation and the amount of work completed is relative to the pupils' ability – if not take action to ensure it is.	Immediate and ongoing		

The level of challenge for all groups is pitched correctly.	Activities for children to develop resilience and independent learning. • SENCO to carry out observations of interventions.			
Ensure the effectiveness of SEN provision within classes and interventions.	Termly meetings with teachers and TAs to discuss progress (including TAs who provide 1:1 support)	½ termly	Children who are SEND make the best progress they can, despite any difficulties they have. Observations Work scrutiny SENCO to keep a record book of meetings	
Target low attainers from KS1 to make expected progress in writing.	__% (TBC) Interventions Focused support Specific targets	½ termly		
Target low and middle attaining boys to achieve expected progress in SPaG.	__% (TBC) Interventions Focused support Specific targets	½ termly		
Year 2 children attaining expected progress is above National, as this cohort were above national in EYFS.	__% (TBC) Interventions Focused support Specific targets	½ termly		

Assessment Without Levels:

TARGET	Actions (How we will achieve this) (Specific and measurable)	Update/Progress <i>For on-going up-dates on progress to be completed by HT/responsible person prior to review meetings</i>
Staff continue to become increasingly familiar with the standards expected in each year group.	Book scrutiny by co-ordinators and leaders. Moderation by external sources (EDAs) Moderation within school.	

Assessment is frequent, accurate and updated regularly on tracking sheets.	Moderation with other schools.	

Teaching and Learning (Curriculum)

Reading:				
TARGET	Actions (How we will achieve this) (Specific and measurable)	TIMESCALE	Monitoring/Evaluation Who and How	Update/Progress <i>For on-going up-dates on progress to be completed by HT/responsible person prior to review meetings</i>
To continue to increase the number of adults available to hear focused reading.	*Letter of appeal to parents/grandparents. *Focus reading to be monitored to show continuous quality provision.	October half term 2018	KW	
To give reading support to Y1 children in terms of adults/interventions for those children that have little or no support at home to develop word reading and comprehension skills.	*Extra support given to children in Y1 to hear children read (focus on the children that don't read at home). Support by Mrs Martin and NN?? * Reading interventions carried out by WS (am)/CS (pm)	Beginning September 2017 - ongoing	KW and SL	
To improve challenge in reading and give opportunities to teach higher order skills.	*Monitor provision *Look at resources out there to develop higher order reading skills and opportunities for GD reading	Beginning September 2017 - ongoing	KW	
Teachers to listen to lower achievers more frequently in all year groups. Reading buddies to be re-established in classes to support lower achieving readers and children who are not heard at home.	Teacher to identify target children and keep a log of targeted children (as previously done) Teachers to establish reading buddies.	Beginning September 2017 - ongoing	KW and NN <i>How are we recording this???</i>	

Increase the % of children achieving ARE by the end of KS1.	<ul style="list-style-type: none"> *Reading buddies for lower ability readers. *Increased number of 1:1 reading sessions. *To plan phonics and reading interventions to support lower and middle achievers in reading. <p>Implement monthly reading sessions at the end of the day in KS1. Parents can come in and read with their child in a relaxed atmosphere.</p>	Ongoing until May 2017	NN and KW	
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Writing:				
TARGET	Actions (How we will achieve this) (Specific and measurable)	TIMESCALE	Monitoring/ Evaluation Who and How	Update/Progress <i>For on-going up-dates on progress to be completed by HT/responsible person prior to review meetings</i>
To continue to maintain standards and continue to incorporate challenging writing activities across the curriculum, especially in Year 6.	<ul style="list-style-type: none"> *To continue to further develop and maintain provision for writing across the curriculum. *Continue to target interventions and TA support. *Monitor target groups with SENCO Teachers and TAs to insist on consistent presentation. *Monitor tracking sheets carefully. *Book scrutinies of pupils seemingly not making progress. *Monitor provision through lesson observations, work scrutiny and data analysis *To plan interventions to support lower achievers in writing. 	Beginning September 2017 - ongoing	KW and NN	
Monitor marking and feedback in some year groups to ensure progress for children's writing in all areas: *Quality marking which is age/ability based across all subjects *Improvement points and clear feedback in marking	<ul style="list-style-type: none"> *Staff to moderate writing and share good practice in order to improve writing across the school and ensure consistency across Year groups. *Planned writing scrutinies through the year. *Half termly scrutiny to look at consistency in presentation, handwriting, progress and marking. 	Beginning September 2017 - ongoing	KW and NN	

enables progress ion writing.				
To insist on the correct grammar/punctuation and strive for this to be firmly embedded by the end of Y2.	<ul style="list-style-type: none"> *R/Y1/Y2 staff to moderate writing with the focus being on grammar and punctuation. - termly *Staff to share ideas and resources for teaching basic grammar and punctuation. SL to attend LA training on grammar (or use EDA hours) *Staff to be seen to be teaching grammar both discretely and also embedding into work/writing. 	Beginning September 2017 - ongoing	KW, CG, SL	
To increase the % of children at ARE by the end of KS1.	<ul style="list-style-type: none"> *Monitor tracking sheets carefully. *Book scrutinies of pupils seemingly not making progress. *Monitor provision through lesson observations, work scrutiny and data analysis To plan interventions to support lower achievers in writing. 	Beginning September 2017 - ongoing	KW and NN	
<p>To improve handwriting and presentation across the school.</p> <p><i>Ofsted: 'Pupils' handwriting is sometimes poorly presented and is not being developed effectively enough.</i></p> <p><i>Ofsted: 'The use of worksheets sometimes limits the opportunities for pupils to think for themselves, organise their work effectively and write at length.'</i></p>	<ul style="list-style-type: none"> *All staff to follow the penpals handwriting scheme. KW to monitor closely as some year groups not seen to be teaching discreet handwriting. To monitor half termly. *All staff to teach focused handwriting sessions across the week. *Correct letter formation is to be insisted on from Reception. *Once ready, children begin to join in Y1, with all children joining by Year 2. *Link to presentation policy *Link to display policy *Y1/Y2 to continue to use support from Mrs Martin (adult helper) as this has had a clear positive impact last academic year. 	Ongoing until May 2017	NN and KW	

GPS and Phonics:

TARGET	Actions (How we will achieve this)	TIMESCALE	Monitoring/	Update/Progress
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	(Specific and measurable)		Evaluation Who and How	For on-going up-dates on progress to be completed by HT/responsible person prior to review meetings
Increase the % of children achieving ARE in SPAG at the end of KS2	<ul style="list-style-type: none"> *Develop the use of key terminology across key stage 2 so that all children have a clear understanding by year 6. - KW to monitor this in terms of pupil interviews throughout the year. *Staff to teach and insist on the correct formation and position of punctuation marks throughout whole school and that they are placed correctly within words/sentences in light of key stage 2 SATs mark schemes. 	May 2018	KW and NN	
Increase the % of children achieving ARE in SPAG at the end of KS1	<ul style="list-style-type: none"> *Courses for staff who need support with teaching grammar and punctuation. *Interventions planned for target children. *Daily teaching of grammar. All children to have access to SPAG.com both at home and at school *Monitoring of teaching of Grammar across the school 	May 2018	KW and NN	
<p>To monitor the teaching of SPAG across the whole school and continue review the grammar provision.</p> <p>To develop new systems across whole school for tracking SPAG</p> <p>To track progress in SPAG across all classes.</p> <p>To ensure consistency between year groups and teaching methods</p>	<ul style="list-style-type: none"> *Staff to ensure grammar is planned into writing/English planning weekly. *Staff to feed discrete grammar into the context of the week where applicable. *Continue to review grammar programme and discrete teaching. All children to have access to SPAG.com both at home and at school (Y1-Y6). To look at ways of tracking SPAG more effectively (GAPS) To look at using this system as a way to track progression across whole school by using the termly assessment tests. (comes with a tracking computer program) 	Beginning September 2017 - ongoing	KW, CG, SL	
Ensure all children are fully prepared for phonics screening in Year 1 and 2.	<ul style="list-style-type: none"> *Rigorous Interventions must be put into Y1 in light of class moving up from Reception. *Continue to implement sounds from letters and sounds into RWI at an earlier stage. 	Beginning September 2017 – June 2018	KW and NN	

	<p>*Reception children to follow new phonics progression grid. Years 1 and 2 to follow old grid. New progression document (produced by KW/CG/SL) to be rolled into Year 1 next academic year – this is to make sure that no sounds are missed as the new progression document teachers sounds in a different order.</p> <p>*Children to be grouped according to ability.</p> <p>*Children to be assessed every 6 weeks and groups to be flexible.</p> <p>*Interventions to be put into place for target children and for children to carry out the resit in Year 2 (3 children).</p> <p>* Staff to have more emphasis on the teaching of phase 4 phonics (blends) planned for in light of 2017/2017 phonics screening tests.</p> <p>*KW to look for any LA courses available.</p> <p>*Staff to have opportunities to observe other experienced staff teaching phonics.</p>			
<p>To improve spelling across the whole school</p>	<p>*All staff to plan and deliver discrete spelling daily for 15-20 minutes. KW to monitor this closely.</p> <p>*KW to look at ways to develop the way in which children re taught, learn and are tested at spellings. This may mean that children are not learning or being tested weekly in the way that they normally are.</p> <p>*Once new strategies have been devised for the way in which children learn and are tested at spellings, KW to produce a parent information leaflet in regards to spelling and how it is taught across the school.</p> <p>*KW to look into ideas to promote excitement about spelling (e.g – Spelling</p>	<p>Ongoing through out the year</p>	<p>NN and KW</p>	

	<p>Bee) (I have already spoken to Terri and Lesley about this!)</p> <p>*Children with dyslexia or suspected dyslexia to complete 60 minutes a week Lexia sessions as an intervention.</p> <p>*Staff to teach spelling using the new whole school mapping.</p> <p>*Staff to adhere to the new school spelling policy.</p> <p>* Programme for phonics and spelling to be continuously reviewed throughout the year to ensure consistency and challenge.</p> <p>*Year 2 – Kw to revisit phonics in phonics session time with class focusing on reviewing phase 5 and then phase 6. Spelling to be taught separately daily straight after lunch.</p>			
To improve the teaching of spelling patterns and rules in Year 1	Children to be taught spelling discretely and separate to phonics sessions. To take place daily straight after lunch SL to follow year 1 spelling MTP produced by KW	Beginning September 2017 - ongoing	KW, NN	

Maths:				
TARGET	Actions (How we will achieve this) (Specific and measurable)	TIMESCALE	Monitoring/Evaluation Who and How	Update/Progress <i>For on-going up-dates on progress to be completed by HT/responsible person prior to review meetings</i>
Develop calculation work in line with new curriculum end of key stage expectations (SATS)	All classes to use the calculation scheme from Topical Resources (fortnightly?)		•	
To improve the teaching/ learning of fractions	Mrs F to attend up coming fraction training provided by LA then do subsequent school training.		•	
To improve 'whole class' teaching in line with the new maths curriculum	Use new Math Hub planning. Use SDI (same day intervention) to support children who are having difficulties. New two part lesson (with break for marking and assessment) May need to		•	

	review the marking policy for maths so all Teachers and TAs know expectations.			
To provide regular maths homework	After listening to parent's comments??? all children Yr1 to Yr 6 will have weekly/ fortnightly maths homework. Purchase of CGP Maths Workout Books to be made.		•	
Reduce the amount of worksheets used in maths books <i>Ofsted: 'The use of worksheets sometimes limits the opportunities for pupils to think for themselves, organise their work effectively and write at length.'</i>	Only use worksheets when it is really necessary, adding something to the presentation of books or necessary for the task eg shapes, clocks, puzzles.			
Ensure work in books is neatly presented <i>Ofsted: 'Pupils' handwriting is sometimes poorly presented and is not being developed effectively enough.'</i>	Teachers should refer to and adhere to presentation and handwriting policy/ guidance (eg Ensure children use squares correctly and one digit in one box. Children should learn to write all digits correctly and be corrected when they don't do this. Also need to make decisions as a staff regarding jottings in maths.		•	
Ensure most able are challenged in lessons <i>Ofsted: 'On a small number of occasions, the most-able pupils are not moved on in their work quickly enough.'</i>	Teachers should know and plan for 'the next steps' in the children's learning. Make sure this planning is available for TA's supporting the learning. Employing the 'keep up not catch up' model with the new two-part lesson will help with this. Teachers to identify children who can be moved on with reasoning/ problem solving in the second part of the lesson. <i>Ofsted: 'Ensure that teachers build more rapidly on what the most-able pupils already know by providing more challenging work earlier rather than expecting these pupils to keep practising work that they can already successfully complete.'</i>		•	

Science:				
TARGET	Actions (How we will achieve this) (Specific and measurable)	TIMESCALE	Monitoring/Evaluation	Update/Progress

			Who and How	For on-going up-dates on progress to be completed by HT/responsible person prior to review meetings
Devise new assessment strategy for Science now we no longer use classroom monitor (based on NC objectives, Durham progression document and Y6 ITAF)	<ul style="list-style-type: none"> Put together new assessment document and distribute to Y1-6 	Ongoing	LH Production of new document	
Ensure all staff are updating new assessment document at the end of each unit they teach. SC1 – scientific enquiry to feed across each year group where subject knowledge can be class specific where appropriate.	<ul style="list-style-type: none"> Monitor each half term / term Ensure it is passed up in assessment folder and the end of each year. 	Half termly	LH Monitoring of assessment folders	
Use Rising Stars Science assessments throughout topics to identify gaps in knowledge or misconceptions.	<ul style="list-style-type: none"> Request evidence from staff regarding how they use this assessment tool. 	Autumn term	LH Monitoring of assessment folders	
Look at MTP planning for progression and differentiation where appropriate. Are Teachers following the unit structure to ensure there is no unnecessary repetition of topics.	<ul style="list-style-type: none"> Monitor where necessary. Check in books these topics are being taught in line with MTP. 	Autumn term	LH MTP scrutiny Work scrutiny	
Scientific investigations should be taking place across the school. There should be clear evidence on building on previous skills. KS2 investigations should be recorded and scientific vocabulary to be used.	<ul style="list-style-type: none"> Evidence of scientific investigations through working walls, displays, photographs, discussions with children or write ups in books. Speak to the children to see if they know key vocabulary for their topic or investigative work. 		LH MTP scrutiny Work scrutiny	
Provide inspiration for the Year of Science. Organise a science day / week to raise the profile of Science in school.	<ul style="list-style-type: none"> Science fair Friday 13th October with 3 Y6 children from Science Network. Other days in school TBC. 		LH	
Following guidance from Network meeting, address		Ongoing	LH	

needs of staff – subject knowledge, difficult topics (CPD opportunities) Put measure in place to address these issues and measure the impact. Report back 2018.	<ul style="list-style-type: none"> Send out information sheet to collect thoughts and feelings of staff – by Decembers 2017. OASES – science outdoors twilight. Sept 2017. 		Record of CPD	
Audit equipment to ensure there is a range of resources available for scientific enquiry.	<ul style="list-style-type: none"> Sept 2017. Distribute lists to staff. Order requests to be looked into. 	Ongoing	LH – Autumn term Review in summer term with new budget	

RE:				
TARGET	Actions (How we will achieve this) (Specific and measurable)	TIMESCALE	Monitoring/Evaluation Who and How	Update/Progress <i>For on-going up-dates on progress to be completed by HT/responsible person prior to review meetings</i>
Further develop the pupils' knowledge, understanding and appreciation for all faiths to reflect the religious and cultural diversity of the wider community and the world at large. (Ofsted 2017)	<ul style="list-style-type: none"> Ensuring coverage during interfaith weeks. Year 3 visit the synagogue Continue to forge different links e.g. 'Mini Vinnie's' 			Year 3 visited the synagogue in November. All classes have planned for Judaism. Book scrutiny – March to ensure there is evidence. Luadato Si shared with staff and children CAFOD resources used for assemblies and Liturgues. Mission together – collecting Lenten Alms for Cambodia. Mission Together resources used with children.
Further develop the quality of teaching, learning and assessment (Ofsted 2017)	<ul style="list-style-type: none"> Providing a more varied range of teaching activities and ensure teachers finely tune differentiation so that tasks are consistently matched to pupils ability. Ensuring that marking provides clear guidance to pupils on how to improve their work and are given the time they need to respond to feedback in order to move their learning forward. Embedding 'I can' statements and ensuring pupils' skills in self-assessment are further developed. 			Lesson observations – Reception, Year 1, Year 2 and year 3 – Autumn term 2017 Planned Year 4,5,6 in Spring term 2018 Feedback given – strengths and areas for development which are pertinent to each class teacher. More areas for development came from book scrutiny than teaching. I can Statements are not evident in some books.
Further improve whole school CW and class worship by developing new	<ul style="list-style-type: none"> Continue to seek for new ways to incorporate dance and different mediums of prayer. Continue with the designated prayer area in the hall. 	Ongoing	NN	Year of Mary has begun. Collective worship monitoring in Spring term

resources.				
All classes have Collective worship files with one example a week included.	<ul style="list-style-type: none"> Files established by teachers. 	December	NN Files collected for monitoring termly.	Collective worship monitoring in Spring term Update SIP following this.
Forward together in Hope – evaluate how the school can work with the Parish community	<p>Opportunities for the school to work with the Parish and community of St Cuthbert's.</p> <ul style="list-style-type: none"> Opportunities to make links with other ARCHED schools 	Ongoing	Mini Vinnies Choir Cross school moderation Mini Vinnes working together.	Partnership prayer has been written and shared with all pupils. Choir forges links with the community. RE moderation – March 6 th (Arched schools) Year 4 attended Youth Friday celebration at St Joseph's with other Arched schools. Partnership representatives (children) to be chosen to go to a meeting on 27 th March.

ICT:				
TARGET	Actions (How we will achieve this) (Specific and measurable)	TIMESCALE	Monitoring/Evaluation Who and How	Update/Progress For on-going up-dates on progress to be completed by HT/responsible person prior to review meetings
Deployment of Google Chrome books. Planning use of Purple Mash Monitor use of planning, chromebooks, IWB and purple mash as well as: <i>New Software:</i> <i>Flowol 4 (Old hardware no longer works on new version)</i> <i>Final Cut Pro – Video editing suite</i> <i>Comic Life 4 – New version</i> <i>World Explorer Premium</i> <i>Typing Instructor for kids Platinum</i> <i>Mavis Beacon Teaches Typing</i> <i>Numbers Up! Bagging The Dragon v2</i> <i>Colour by Numbers</i> <i>Eureka's Times Tables</i> <i>Lexia</i> <i>Interactive Telling Time</i>	<ul style="list-style-type: none"> Monitoring MTP's, lesson observations. TE Audit of staff skills TE Teacher Training Sessions Host drop in sessions after school fortnightly (Mr Graham) 		Chromebooks used effectively to maximize learning TE to ensure teachers are using Purple Mash, offering guidance where necessary. Scrutiny of work by each class in Spring term.	Staff training completed: Purple Mash Training - December 2017 iPad Training - January 2018 Google Classroom Training - February 2018 Bee Bot/Pro Bot Training - February 2018 Chromebooks are being used more frequently since Google Classroom training. Staff can use classroom to set work for pupils at school/home. Every child in school can now login to their google account and can access the full 'Educational Suite' at school and home.

<p>Geo Expert – World Geography Words Rock v2 BRAINTastic Suite Minecraft Edu Clicker Phonics Jmbeducation School Website App</p> <p>Animate2educate – twilight staff meeting Ipad – staff deployment – apple configurator Poraora Hardsoftcomputers.co.uk</p>				<p>TE to begin ensuring teachers are using Purple Mash, offering guidance where necessary.</p> <p>Staff are aware Mr Graham (Network Manager) can offer help and training sessions after school.</p> <p>TE and BG to begin Monitoring Computer Science lessons and take audit of staff skills.</p> <p>Mr Graham continuing to keep all software and hardware within school up to date and secure. Also ensuring the school receives hardware and software at the best value.</p> <p>Mr Graham will create a monthly backup snapshot of google drive ensuring all data is recoverable.</p>
<p>E-Safety – each class to teach one session at the beginning of each half term. Each class to present an assembly on E-Safety</p>	<ul style="list-style-type: none"> • KS1 and KS2 Assemblies • 		<p>Monitor teaching and delivery.</p> <p>Portfolio of work to demonstrate progression.</p>	<p>TE to begin a Pupil-Led E Safety programme. Using free online e safety resources.</p> <p>All teachers have taught one lesson on E-Safety and Year 4 had an assembly for KS1 and 2 on staying safe online during 'Internet Safety Day 2018'.</p> <p>All staff have been trained in using the CPOMS (Child Protection) online application.</p> <p>KS1 have begun using bee bots in class and will continue this into other subjects i.e. maths.</p>

360° creditation	•	Summer 2017	Creditation	
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PE:				
TARGET	Actions (How we will achieve this) (Specific and measurable)	TIMESCALE	Monitoring/Evaluation Who and How	Update/Progress For on-going up-dates on progress to be completed by HT/responsible person prior to review meetings
Maintain links as PLT	Attendance at meetings, introductory course and arranging support	Developed by December	EP Minutes of meetings	
Register of PE clubs and pupils attending	Staff running clubs to give EP lists. EP to collate and monitor pupils' attendance and percentages of pupils attending. Targeting of pupils not usually involved in sport through offering a range of clubs and activities.	September then ongoing	EP Any staff running a club Evidence in PE file	
Audit and tidying of resources including sheds outside	EP to spend time with Young Sports Leaders. Guidelines for accessing resources created.	Ongoing	EP and all staff Tidy resources Audit in file Labelling of boxes Guidelines for use established	
Attendance at sporting events arranged by or linked to ESSP and feeder schools	Complete attendance forms and ensure teams have a chance to practice beforehand	Ongoing	EP Evidence in PE file Photos and blog on website	
Monitor use of ESSP to deliver coaching and clubs. Ensure a spread across the school and good use of resources available to loan	EP to liaise with Ailsa Hall and Keith Charlton to arrange on a termly basis.	Ongoing	EP Evidence in PE file	
Ensure use of whole school core tasks	Support with delivery arranged if necessary Monitoring of planning, delivery and use of assessments	Ongoing	EP Evidence in PE file	
Sainsbury's School Games mark Gold achieved for second year	Entering B teams, Greater emphasis on promotion of involvement in games through newsletters, display board and website.	Ongoing	EP, BG Evidence in PE file	
Priorities for SP money (aside from ESSP allocation) to be decided based on new funding	EP to liaise with AH and ESSP to discuss priorities – whole school fitness and gymnastics will be a focus.		Reporting of spending on school website	

To develop stronger links with external providers	To liaise with Seaham Rugby Club and Fran Scarr gymnastics to use school as a hub for training and clubs.	From January	EP NN Evidence in PE file Photos and blog on website	
To develop opportunities for Junior Sports Leaders further, building on successes this year	<ul style="list-style-type: none"> • Training for Y5 pupils • Y6 pupils running clubs & playground games from September Developing leadership opportunities in all PE lessons through asking pupils to lead warm ups, cool downs etc.	From September	EP All teachers within lessons Evidence on website and in planning	
To better prepare teams and squads for competitive events	<ul style="list-style-type: none"> • Running after school clubs at a cost to parents of £! PW • Autumn: sports hall athletics & tag rugby • Spring: Tennis • Summer: Cricket 	All Year	EP & JA (coach) Evidence in sports area on website Improved confidence and capability at competitions	
To establish a stronger Sports Crew to report on sporting events in and out of school	Establish a crew and regular meetings from September.		Evidence in sports area on website	

Art:				
TARGET	Actions (How we will achieve this) (Specific and measurable)	TIMESCALE	Monitoring/Evaluation Who and How	Update/Progress <i>For on-going up-dates on progress to be completed by HT/responsible person prior to review meetings</i>
Update Art Policy to include new assessment sheets	EP to edit	December	EP Policy in place and agreed by staff and governing body	
Re-establish an art club – did not take place last year	EP to run club for KS2	Begin Autumn term then review over year	EP Evidence in Art file	
Monitoring of planning	Collate all planning for each term and mark off against NC2014	Ongoing this term	EP Planning in coordinator file	
New assessment grids to be used	Check assessment grids at the end of each term and use to inform AG&T register.	Autumn Spring Summer	EP Evidence in Art file – scrutiny & feedback comments	
Maximise links with NGN to provide art opportunities linked to the local area	Links established with NGN and artist in residence Mick Hand – art workshops and gallery event to take place.	Autumn term	EP Evidence in Art file and on website	

Improvement in whole school contribution to display through common area themes linked to art	Establish biannual themes e.g. Heritage schools; artist focus; colour focus and dates for new displays to go up. Schedule in staff meeting time allocated to putting up displays.	Dates to be confirmed throughout the year	EP / NN Evidence in art file – photos.	
To monitor planning and sketchbooks to ensure thorough coverage of new curriculum based on new Durham based assessment grids.	Termly monitoring		EP Feedback comments highlighting the variety of skills and techniques taught and a higher profile for art in the curriculum.	

DT and Music:				
TARGET	Actions (How we will achieve this) (Specific and measurable)	TIMESCALE	Monitoring/Evaluation Who and How	Update/Progress <i>For on-going up-dates on progress to be completed by HT/responsible person prior to review meetings</i>
To develop assessment systems to track progression of skills.	<ul style="list-style-type: none"> Put together new assessment document and distribute to Y1-6 	Ongoing	SL, NN	SL to meet with TE to look at any documents, assessments.

Behaviour and Safety

Behaviour and safety:				
TARGET	Actions (How we will achieve this) (Specific and measurable)	TIMESCALE	Monitoring/Evaluation Who and How	Update/Progress <i>For on-going up-dates on progress to be completed by HT/responsible person prior to review meetings</i>
To improve lining up before school, breaktimes and lunch time.	<ul style="list-style-type: none"> Review policy Playground leaders setting games for to be used on the yard. New equipment to be resources using some PE grant. Training of lunchtime assistants – skipping school 		All staff LH NN, EP	Ongoing. New lunchtime supervisor to be employed. Playground leaders are leading games on the yard.
Improve safeguarding recording.	<ul style="list-style-type: none"> Safeguarding audit Purchase CPOMS 			CPOMS has been purchased and staff are using this to record safeguarding and behavior incidents, but also as a record of achievements too.

Rights Respecting Schools Award:

Targets :	Actions (How we will achieve this) (Specific and measurable)	TIMESCALE	Monitoring/Evaluation Who and How	Update/Progress For on-going up-dates on progress to be completed by HT/responsible person prior to review meetings
<p>Main target:</p> <ul style="list-style-type: none"> To achieve RRSA Level 1 <p>Secondary targets:</p> <ul style="list-style-type: none"> To review charters To ensure staff use Rights Respecting Language in school. To include references to the articles around school and on some classroom displays. 	<ul style="list-style-type: none"> Revisit 'Features of a RR Classroom' document. Teachers to use to set personal/ class targets to in line with the RR school ethos Revisit assertive discipline philosophy and behaviour policy (to help all staff to respect children's rights and support all other school staff LF to meet fortnightly with CS to review targets/ actions. LF and CS to ensure new charters are drawn up for communal spaces in school. Also that references to articles are displayed around school. Dedicated Staff meeting time- (fortnightly on Friday's agenda) Focus group to be re established and regular meeting times included on school calendar. 		LF	

Leadership and Management

Leadership and Management:

TARGET	Actions (How we will achieve this) (Specific and measurable)	TIMESCALE	RESPONSIBLE PERSON	Monitoring/Evaluation Who and How	Update/Progress For on-going up-dates on progress to be completed by HT/responsible person prior to review meetings
To strengthen the SLT and improve timely meetings of HT, DHT, Literacy/Numeracy co-ordinators.	<ul style="list-style-type: none"> Meetings timetabled At some meetings SENCO and Early years will attend. 	Initiate in September	NN	NN, LF, KW (SL and CG)	<ul style="list-style-type: none"> Meetings timetabled at least fortnightly on a Friday afternoon.

					At some meetings SENCO and Early years will attend.
Governor Committee meetings are more frequent.	<ul style="list-style-type: none"> • Meetings timetabled • 	Initiate in September	NN	Governors	<ul style="list-style-type: none"> • Meetings timetabled <p>Need to establish dates for children's committee as policies need reviewing.</p>
Providing more opportunities for pupils in Year 6 to write extensively in subjects other than English.	<ul style="list-style-type: none"> • Support from EDAs – booked in autumn and spring terms. • Cross curricular planning. • Leaders to do half termly book scrutiny. Provide feedback about current findings. • Set up timetable. 	From September and ongoing	NN/LF/LH/KW		<ul style="list-style-type: none"> • Work scrutiny shows that cross curricular planning. • Leaders to update feedback about current findings.
To identify children not meeting ARE	<ul style="list-style-type: none"> • SENCO, Maths and English leaders to meet termly with teachers to discuss pupil progress in the core subjects. • Provide support to identify children needing intervention and discuss future planning implications • Set up timetable. 	Following each assessment point.	NN, LF, KW, SL		
Improve the monitoring of the foundation subjects.	<p>Leaders to monitor their subject termly.</p> <p>Teachers to use new assessment file documents.</p> <p>Continue to develop record sheets for assessment.</p> <p>Set up a timetable for termly book/work scrutiny to monitor quality of work and pupil progress in core and foundation subjects.</p>	Ongoing	All co-ordinators		<p>Leaders are recording findings as they see fit this year. Once we have evaluated how the assessment can be collated and analysed then we can decide on a uniform format. First set of findings due in by Easter 2018.</p> <p>Music and DT assessment sheets must be developed (by May 2018)</p>
SEN					
TARGET	Actions (How we will achieve this) (Specific and measurable)	TIMESCALE	RESPONSIBLE PERSON	Monitoring/Evaluation Who and How	Update/Progress

					<i>For on-going up-dates on progress to be completed by HT/responsible person prior to review meetings</i>
To track the development of SEN children to ensure they are closing the gap.	<p>SENCO to meet with teachers half termly to discuss pupil's progress.</p> <p>Provide intervention for children who are at risk of falling behind.</p>	Ongoing	NN	SL	<p>SL to continue to meet with staff. Teachers differentiate according to need.</p> <p>Intervention groups are in place for children throughout KS1 & KS2.</p>
To monitor Interventions, regularly meeting with CS and RD to ensure children's needs are met.	Meet with CS, RD half termly to assess the successfulness of interventions.	Ongoing	NN	SL	<p>Interventions appear to be working well.</p> <p>More phonic intervention will take place in Year 1 in preparation for Phonic Screening.</p>
To monitor children who could benefit from Top Up funding. Ensure these children have Support plans that are regularly updated and have provision timetables in place to show support given.	SENCO to meet with Class Teachers to draw up provision timetables and costed provision maps. At least 2 support plans must be reviewed.	Ongoing	NN	SL	